



**HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD
PROGRAM AND HUMAN RESOURCES COMMITTEE
PUBLIC MEETING MINUTES**

February 22, 2011

Members present: J. Cobb, T. Goodfellow, Chair, L. Kyle, J. Williams, Vice-chair

Student Trustee: E. Tetzlaff

Regrets: C. Pitman

Guests: D. Patterson

Resource: C. DeMille, T. FitzGibbon, R. McGall, C. Portt, J. Rogers,
M. Savery-Whiteway, K. Soule

Minutes: C. Reid, Administrative Assistant

Call to order

The meeting was called to order at 6:57 p.m.

Delegations/presentations - None

Approval of agenda

Moved: J. Williams

Seconded: L. Kyle

That the agenda be approved.

Carried

Approval of minutes

Moved: L. Kyle

Seconded: J. Williams

That the minutes of the January 17, 2011 regular meeting be approved.

Carried

Business arising from the minutes - None

Recommendations

Board Policy No. 11-H – Supervised Alternative Learning (SAL) Committee

Superintendent FitzGibbon reviewed Report No. B-1, noting that the Ministry of Education has released Ontario *Regulation 374/10 – Supervised Alternative Learning* for implementation in all schools effective February 1, 2011. The purpose of Supervised Alternative Learning (SAL) is to provide students who have significant difficulties with regular attendance at school with an alternative learning experience and individualized plan to enable the student to progress towards obtaining an Ontario Secondary School Diploma or achieving his or her other education and life goals.

A revised copy of Policy 11-H was distributed. It was noted that a notice of motion was provided to the Board at its meeting on January 24, 2011. Superintendent FitzGibbon reviewed Policy 11-H in detail with the committee, commenting on changes that have been incorporated into the policy as a result of the new legislation. It was noted that Trustees Brant and Cobb are currently members of the SAL Committee and Trustee Williams is the alternate.

Moved: J. Williams
Seconded: J. Cobb

That the Program and Human Resources Committee recommend that the Hastings and Prince Edward School Board amend by substitution Policy No. 11-H Supervised Alternative Learning (SAL) Committee to replace Policy No. 11–H Supervised Alternative Learning for Excused Pupils (SALEP) Committee as contained in Report No. B-1, dated February 22, 2011.

Clarification was provided regarding the purpose of the Loft site in Bancroft and it was confirmed that this site is not part of the SAL program. Additional information was provided regarding students who do not attend a regular school setting and the supports provided.

Carried

Information

Mid-year Community Threat Assessment Protocol (CTAP) update

Assistant Superintendent Savery-Whiteway introduced Shelley Steele, Safe Schools Coordinator to review Report No. C-1 and provide the committee with an update regarding the Community Threat Assessment Protocol (CTAP). In 2009, Hastings and Prince Edward District School Board developed a Community Threat Assessment Protocol with various community partners. This preventative process is in its second year in the district. The protocol activates a team of school and community personnel to support collaborative planning to prevent traumatic events. The primary purpose of the multidisciplinary threat assessment team response plan is to identify indicators that suggest a student may be moving on a pathway towards violence. Planned intervention may decrease the risk, prevent injury to self or others, and assist the student to receive the help he or she needs to address the issues contributing to the high risk student behaviour.

Every school has a team trained in risk and threat assessment. School Threat Assessment Teams complete in-school threat assessments following the questions in the protocol. If the threat assessment results in a medium or high level of concern, teams forward the information to the Safe Schools Coordinator. Where there is evidence of a medium or high level of concerning behavior, the Safe Schools Coordinator convenes a community threat assessment meeting. The key component of these meetings is to develop an intervention plan of support based on the needs determined at the CTAP. The key community partners involved in a CTAP include mental health representatives, children's aid representatives and the local police, with additional support brought in as needed based on the type of threat and the individual needs of the student.

A question was raised regarding the continuity of services coming out of CTAP if the student is subsequently expelled. It was noted that the CTAP process and expulsion process are parallel processes and work concurrently in cases where a student has been expelled and has gone through the CTAP process.

Clarification was sought regarding how and why the CTAP was developed. It was noted that no provincial direction was provided. The Safe Schools Team connected with Kevin Cameron, who had previously worked with the Limestone District School Board to develop their protocol. Provincial meetings have taken place to look at successes in the province and the Safe School Coordinator has been invited to assist with the development of the protocol for Kawartha Pine Ridge District School Board and the Algonquin and Lakeshore Catholic District School Board. Provincially, the board is a leader in this area along with the Limestone Board. Kevin Cameron shares the district's protocol frequently and board staff receive numerous requests to share the protocol.

A question was raised regarding the sharing of confidential information between agencies. It was confirmed that within the community partners supporting the student there is freedom to share information for very specific purposes regarding what is relevant to the questions being posed. There is no open sharing of files between agencies without family consent.

Information was sought regarding the approach adopted with First Nations students. As with all students of the board, the CTAP would involve community agencies relevant based on student need. It was confirmed that representatives from the Mohawks of the Bay of Quinte participated in discussions and the development of the CTAP and they are in the process of developing their own protocol.

Statistically, last year a total of ten CTAP's were conducted. From September, 2010 to February, 2011, thirteen CTAP's have been conducted and the students range in age from elementary to secondary. In closing, it was noted that the strength of program comes from consistent training. The district now has trained staff in-house able to deliver Level 1 Threat Assessment training and offer training to community partners as well. Kevin Cameron is still required to provide the Level 2 training. Information will be forwarded to trustees regarding upcoming training dates.

Superintendent McGall noted that this is just one of the proactive programs that have been put in place to support Bill 168 and address violence in the workplace.

Clarification was sought regarding how students, staff and parents are provided with assurances when a student who has been the subject of a CTAP is ready to go back to school. It was confirmed that school staff, working with the Safe Schools Team reintegrate students following clearly defined integration plans, depending on the individual student and the nature of the risk. Restorative practice comes into play within the intervention plans and there is a lot of information sharing with parents, students and staff.

Recommendations

School Year Calendar 2011-2012

Superintendent FitzGibbon reviewed Report No. B-2, noting that school year calendars are required to be submitted to the Ministry of Education by May 1, 2011 for approval. The proposed school year calendar recommends a Christmas Break period different from the Ministry of Education School Year Calendar, and thus will require an earlier submission date for approval.

A summary of feedback was reviewed which included feedback from school councils, the district Website, educational and community partners and employee groups. School boards consulted with the other school boards and with Tri-Board Student Transportation after review of feedback and came to an agreement to present the following recommendation.

Moved: J. Cobb
Seconded: L. Kyle

That the Program and Human Resources Committee recommend that the Hastings and Prince Edward District School Board approve the 2011-2012 school year calendar as follows:

- 1. That the first day of school be Tuesday, September 6, 2011.**
- 2. That the Christmas Break be Monday, December 26, 2011 to Friday, January 6, 2012 inclusive;**
- 3. That Semester Two begins Friday, February 3, 2012;**
- 4. That the Mid-Winter Break be Monday, March 12, 2012 to Friday, March 16, 2012 inclusive;**
- 5. That the last day of the school year be Friday, June 29, 2012;**
- 6. That the following six dates be designated as professional activity days:
Friday, September 23, 2011
Monday, October 24, 2011
Friday, November 25, 2011**

**Friday, February 3, 2012
Friday, May 25, 2012
Friday, June 29, 2012 and**

- 7. That ten examination days be approved for secondary schools:
Thursday, January 26, 2012 to Wednesday, February 1, 2012
Thursday, June 21, 2012 to Wednesday, June 27, 2012.**

Carried

Chair Goodfellow commented on documents obtained from EQAO entitled Summary of Results for Teachers and requested that Curriculum Services staff examine the documents and provide follow up to the Program and Human Resources Committee based on EQAO results and strategies.

Employment Destinations Program (EDP) update

Superintendent Rogers referenced Report No. C-2 and provided the background related to the Employment Destinations Program (EDP) in Hastings Prince Edward District School Board. It was noted that the EDP is specific to the district and was developed by the district to support individual “at risk” students.

As a result of a thorough EDP review, information was provided by Assistant Superintendent Portt regarding the following seven recommendations that will be implemented in September 2011:

1. All students in regular class placements will be on an OSSD diploma track.
2. The needs of students that were formerly met through the EDP program will be met as “at risk” students within the Student Success processes that are in place in all secondary schools, including access to all of the supports, monitoring, and individualized timetabling.
3. All secondary schools will provide consistency with some flexibility in the development of timetables to meet the needs of “at risk” students.
4. Assistive technology use should be enhanced for students taking locally developed courses.
5. Alternative Courses (“K” courses) will be reported on using the Alternative Report Card.
6. Curriculum development and professional development related to locally developed courses will be enhanced.
7. Staffing allocations will be reviewed and adjusted in response to the EDP Review Results.

Concerns were expressed regarding current EDP students being integrated into regular class placements, noting that some students experienced success within the current structure of the EDP class. It was stressed that there is a need to ensure a good fit for the students with the teacher and educational assistant and the need to have the appropriate level of educational assistant support for students being integrated in regular classes.

Positive comments were made regarding the proposed changes and the success in portfolio development while working towards accomplishment of the OSSD.

Proposed amendments to Policy No. 2

Director Soule reviewed the notice of motion brought forward at the January Board meeting by Trustee Patterson, noting that changes to the Board’s by-laws require a two-thirds majority vote. She explained that the proposed changes would mean that the Board’s membership in OPSBA would be debated on an annual basis rather than automatically being included in the budget process. Currently membership fees are approximately \$40,000 annually.

A question was raised regarding the financial value and benefit of being a member. It was noted that OPSBA is a key advocacy group for public education. The Board also makes extensive use of the labour relations web portal which contains collective bargaining resources, surveys, questions and responses. OPSBA also provides regular communication, training and consortiums for purchasing.

Trustee Patterson reviewed the rationale for the proposed amendment, as contained in Report No. C-3.

Proposed amendments to Policy No. 3F

Director Soule review the notice of motion brought forward at the January Board meeting by Trustee Patterson, noting that the change will require a majority vote of 50% plus 1. It was suggested that, instead of the proposed language in 3.1.2 "in lieu of", consideration be give to amend the motion to read "as well as" and the rationale was explained.

Trustee Patterson reviewed the rationale contained in Report No. C-4, noting that his intent was not to add costs to equipment and services being provided to trustees.

Correspondence - None

Comments were made regarding the OPSBA Labour Relations Conference being held at the end of March. It was noted that a number of members of the Program and Human Resources Committee, along with Human Resources staff would be attending.

The Program and Human Resources Committee moved into closed session at 8:32 p.m.